

**THE CONTRIBUTION OF MOTIVATION TOWARD READING
COMPREHENSION OF THE SECOND YEAR STUDENTS OF
MAN 2 MODEL PEKANBARU**



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1432H/2011M**

**THE CONTRIBUTION OF MOTIVATION TOWARD READING
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Submitted to fulfill one of the Requirements

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(S.pd)



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SUPERVISOR APPROVAL

The thesis entitled “ *The Contribution of Motivation Toward Reading Comprehension of the Second Year Students of MAN 2 MODEL Pekanbaru*” that is written by fathul mubaroq putro yunus NIM. 10614003467. It is accepted and approved to be examined by the examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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ABSTRAK

Fathul Mubaroq Putro Yunus (2011): "Kontribusi Motivasi Terhadap Pemahaman Membaca Siswa tahun kedua MAN 2 MODEL Pekanbaru".

Para siswa telah belajar bahasa Inggris sejak mereka duduk di bangku SD dan mereka telah diajarkan bahasa Inggris 4 kali seminggu selama 4 semester di MAN 2 MODEL Pekanbaru. Mereka telah mendapat berbagai teknik yang diberikan oleh guru mereka untuk memperbaiki kemampuan bahasa Inggris terutama dalam membaca. Pada kenyataannya, apa yang diharapkan tidak bisa diraih. Hal ini dapat dilihat dari hasil evaluasi. Hal ini dibuktikan dengan adanya ketimpangan dan masalah yang telah diteliti secara observasi langsung sebelum melakukan penelitian yang dijelaskan sebagai berikut: seluruh siswa belajar dengan baik dan serius baik, siswa benar-benar memperhatikan penjelasan guru namun hasil evaluasi menunjukkan bahwa siswa belum mampu memahami text bacaan.

Subjek penelitian ini adalah mahasiswa tahun kedua MAN 2 MODEL Pekanbaru pada tahun akademik 2010/2011. Objek penelitian ini adalah 'Kontribusi motivasi terhadap pemahaman membaca siswa. Instrumen penelitian ini adalah tes dan kuesioner. Dalam menganalisa data, penulis menggunakan SPSS versi 18.00.

Berdasarkan temuan penelitian, hasilnya dapat disimpulkan bahwa ada kontribusi motivasi terhadap siswa dalam memahami teks bacaan sebagai berikut : variabel koefisien korelasi motivasi mahasiswa terhadap pemahaman bacaan = 0.824, sig (1-tailed) = 0,000, penafsiran sebagai berikut:

1. Nilai probabilitas atau sig. (2-tailed) adalah 0,000 <0,05. Ini berarti bahwa H_0 ditolak yang menyatakan ada kontribusi motivasi terhadap pemahaman siswa dalam membaca.
2. Koefisien korelasi antara motivasi terhadap pemahaman siswa dalam membaca adalah 0.824 tanda positif berarti bahwa ada korelasi positif,

ABSTRACT

Fathul Mubaroq Putro Yunus (2011): “ The Contribution Students’ Motivation Toward Students’ Reading Comprehension of the Second Year Students of MAN 2 MODEL Pekanbaru”.

The students have learned English since they were in Elementary School and they have been taught English 4 times a week for 4 semester at MAN 2 MODEL Pekanbaru. They have got various techniques given by their teacher to improve their english skill especially in reading. In reality, what has been expected in their reading comprehension is unachievable. It can be seen from assignment. It is firstly proven by the writer throught his preliminary research before doing the research wich shows the weaknesses of students as explained as follow : most of the students way in studying are good based on the writer observation the students seriously when doing teaching procces in the class but in fact the result of the evaluation are still indicated that students’ still cannot comprehend the text.

The subject of this research is the second year students of MAN 2 MODEL Pekanbaru in the 2010/2011 Academic year. The object this research is the contribution students’ motivation toward students’ reading comprehension. The instrument of this research is test and questionnaire. In analyzing the data, the writer uses SPSS version 18.00

Based on the research finding, the result can be concluded that there is contribution of students’ motivation toward students’ reading comprehension as shown by the explanation below : the variable of correlation coefficient of the students’ motivation toward their reading comprehension = 0,824, sig(1-tailed) =0,000, the interpretation as follow :

1. The score of probability or sig. (2-tailed) is $0,000 < 0,05$. It means that H_0 is rejected which indicated there is contribution between students’ motivation toward students’ reading comprehension.
2. The correlation coefficient between students’ motivation toward students’ reading comprehension is 0,824 the sign is positive it mean that there is positive correlation,

يونس (2011) : " مساهمة ' الثانية من المدارس الدينية نيجيري عاليه 2 بيكانبارو 2 " . والفهم

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جيدة خطيرة بروكيس التدريس به
يشار نتيجة التقييم لا يزال لا يمكن فهم .

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CHAPTER I

INTRODUCTION

A. Background of the Problems

English is the most important language. It used to develop many aspects of life, especially science, trade, and politics. Most of the books are written in English, more over the book about science and technology. For understanding the book, the skill in English is needed, therefore Indonesia's government has obligated English to be taught in every institution of education, starting from elementary school, junior high school, senior high school and university. It means to make the people of Indonesia are able to master English well.

For senior high school, English becomes one of the compulsory subjects taught in the class. English is taught started from the first class until the third class. In the academic year 2008/2009, English subject is taught based on KTSP curriculum.

The student should be able to master English which consists of four skill, namely listening, reading, speaking, and writing. English is a key to know the world and plays important role for many purposes for example: communication in daily activities, business, trade and for developing science and technology, culture and life style. Besides, there are interrelated components in vocabulary, grammar and pronunciation. One of the language skills is reading. Kalayo and Fauzan (2007: 113) discusses that reading is an activity with a purpose in order to gain information or verify existing knowledge, or in order to criticize a writer ideas or writing style. By reading, people will attain the ideas that they want and will be able to use them

in accordance when they need. The reader can get many advantages in reading such as : reading increases the reader's knowledge, reading gives the reader excellent idea, the reader can get critical thinking in reading and reading for pleasure causes the reader enjoy it.

Kalayo and Fauzan (2007: 114) also points out that reading an interactive procces that goes on between the reader and the text, resulting in comprehension. It means that reader and text are two main element in reading. And comprehension is the purpose of reading. In order to get information from the text, remember it later, and use it effectively, whether for work or for pleasure, reading comprehension is essential.

Gutheri (200: 1) state that engaged reading is a merger of motivation and thoughtfulness. Engaged readers seek to understand, they enjoy learning and they believe in their reading abilities. they are mastery oriented, instrically motivated, and have self-efficacy.

As a matter of a fact, motivation is very crucial aspect in human life including in teaching and learning procces. It is a procces which gives the spirit, direction, personal persistences, and durable. Moreover, motivation is devided into two types, firstly is intrinsic motivation which refers to the impulse of an activity for its own sake, and secondly is extrinsic motivation which means the impulse of an external reward, such as money or fame. According to kay (2004: 18), he says that motivation has three psychological identifications: (a) energizing or activating behavior, it means the students engaged in toward learning; (b) directing behavior, such doing homework before watching TV; and (c) regulating persistence of behavior. Santrock (2007: 509) says also that a students who do not have a motivations will not have hard effort to

learn, whereas a students who has strong motivation will be happy to go to school and easy to absorb the learning procces. In additions, Gutheri, Van Meter et al (1996: 2) states that motivated readers thus will engage more in reading and will have positive attitudes toward reading. Based on the idea above, students will be succes if they have strong motivation and it is the key factor of how to achieve ability in learning subject including in reading term. So, it is very important for the succes students to be able to read well. Similarly, reading is not easy. It needs study hard and much pracice to develop into the bahavior activity

Based on idea above, sudents have motivation in learning when they feel enthusiasiatric in learning, responsif, want feed back, and have initiative. Nicholson (2000: 1) states that it is very important to use motivation in order to help students better about their reading abbility. Based on idea above, seen that motivation has contribution in reading comprehension.

Furthermore, MAN 2 Model Pekanbaru is one of educational institutons in pekanbaru. Reading skill is one of the English language skills which is taught and mastered by the students in this school. English subject is programmed by using the curriculum. English subject is taught based on KTSP curricullum. The student

should be able to master English which consists of four skill, namely listening, speaking, writing especially reading.

Based Competition	Indicators
Understanding the meaning of the simple short essay functional written text in recount form, narrative and proccedure in	<ul style="list-style-type: none"> Identifying the meaning of words in recount text which is read Identifying the meaning of

daily life context and accessing the science and technology.	<p>sentences in recount text which is read</p> <ul style="list-style-type: none"> • Identifying the meaning of sentences in narrative text
--	---

Based on the curriculum above, students are expected to be able to read correctly and understand the meaning of the reading text.

Furthermore, based on the previous study of the writer above, one of the problems in reading subject is that even though they have been taught English for 4 hours a week within 4 semesters at this school supported by media and reading activities have been done by English teachers to increase the students' ability in reading the text, in fact, most of them still get failures in reading the text, and there are no identifications that they have strong motivation. Therefore, these problems will be dangerous for students' successes if thus are not found out the solution by the teacher. These problem can be seen from the following symptoms:

1. Some of the students do not complete their assignment.
2. Some of the students do not study for the test.
3. Some of the students do not finish their homework.
4. Some of the students seldom give questions during learning process.
5. Some of the students often make error in reading the text in the class.

Based on the symptoms explained by the writer above, the writer is interested in conducting a research entitled “ **The Contribution of Motivation toward Reading Comprehension of the Second Year Students of MAN 2 Model Pekanbaru** “

B. The Problems

Based on the symptoms are explained by the writer above, so the problems in this research will be identified as following questions:

1. Identification of the Problems:

- a. What are the factors that make some of the students do not complete assignment?
- b. Why do some of the students are not study for the test
- c. What are the factors that make some of the students do not finish their homework?
- d. Why do some of the students seldom give the question during learning procces?
- e. What are the factors that make some of the students often make error in reading the text in the class?

2. Limitation of the Problems

Based on the probelm identified above, the writer focuses and limits his problems as follows:

- a. Students motivation in learning reading at the second year students of MAN 2 Model Pekanbaru
- b. Students reading comprehension at the second year students of MAN 2 Model Pekanbaru
- c. The contribution students' motivation and their reading comprehension of the second year students of MAN 2 Model Pekanbaru

3. Formulation of the Problems

Based on the problem limited above, the problems will be formulated into following research questions :

- a. How is students motivation in learning reading at the second year students of MAN 2 Model Pekanbaru?
- b. How is students' reading comprehension at the second year students of MAN 2 Model Pekanbaru
- c. Is there any correlation between students's motivation and reading comprehension at the second year students of MAN 2 Model Pekanbaru?
- d. Is there any contribution between students' motivation and reading comprehension at the second year students of MAN 2 Model Pekanbaru?

C. The reason of Choosing Title

The reason why the writer is interested in carrying out a research on the topic above is based on several considerations:

1. The problem of this research is interesting, important, and challenging.
2. The topic is relevant to the writer as one of the students of the English Education Department.
3. The title of this research is very important to be investigated because the problems are related to teaching and learning reading as EFL class.
4. As far as writer knows, the title has not researched yet.
5. It can give point of view for the teacher and the students in order to change negative perception in learning English

D. Objective and Significant of the Research

1. Objective of the Research

- a. To know how students' motivation in learning reading at the second year students of MAN 2 Model Pekanbaru is.
- b. To know how students' reading comprehension at the second year students of MAN 2 Model Pekanbaru is.
- c. To find any correlation between students' motivation and their reading comprehension by the second year students of MAN 2 Model Pekanbaru.
- d. To find any contribution between students' motivation and their reading comprehension by the second year students of MAN 2 Model Pekanbaru?

2. Significant of the Research

- a. Giving the information to the teacher about the difficulties that will be faced by the students in learning English subject especially in reading.
- b. Informing about the important of the students' motivation toward their ability in reading.
- c. This research will be the writer's contribution for the Faculty of Education and Teacher Training of state Islamic University of Sultan Syarif Qasim Riau.
- d. This research will fullfill one of the requirements for the undergraduate degree at the Faculty of Education Departmenent and Teacher Training of State Islamic University of Sultan Syarif Qasim Riau.

E. Definition of the term

The topic of this research is The Contribution of Motivation toward Reading Comprehension of the second year students of MAN 2 model pekanbaru

To avoid misunderstanding and missintepretation, it is neccesary to define some terms used in this research, here those are:

1. Contribution is donating, sharing and a payment defendants with joint and several liability to apportion liability (Longman dictionary, 1999:89). In this research, contribution refers to determine the relationship between the students' motivation and reading comprehension
2. Motivations is an activity, some kind of conscious or unconscious impulse that appears to arise from sources within the organism (Bruno,2002: 91).
3. Reading is action of a person who reads or an attempt to make a meaninng from what an author has written (hornby, 1995:968). In this research can be defined as a kind of procces in which the reader knows what the author means.
4. Students is a person who is taking part in setting goals and objectives of learning (Longman dictionary, 1999: 359)

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical framework

To avoid misunderstanding in this research, it is needed theoretical framework to relate this research study to the points investigated.

1. The Nature of Reading

The purpose of learning to read is to comprehend what is read.

Comprehension is necessary if one wishes to learn from text books and manuals, enjoy great literature, or simply follow direction in a cookbook. However, what one

might expect given its importance we know much less about the nature of comprehension than we know about other basic reading skills, such as decoding.

Hassibuan and Ansyari (2007:114) explain that reading is an activity with a purpose. A person may read in order to gain information or others.

In learning reading, there are two kinds of reading that should be distinguished :

- a. Intensive reading: the students are expected to read short passage and understand everything.
- b. Extensive reading: the students read to understand the main idea of passage, unconcerned with understanding every word. (Haycraft, 1986; 119)

Based on the quotation above, the writer concludes that reading is an activity goes between the reader and the text, and comprehension is the goal of the reading. There are two kinds of reading : first, intensive reading where the reader reads a short passage and understanding. Second, extensive reading where the reader do not need to understand every word, but concerned with understanding mind idea.

Reading is an interactive procces that goes on between the reader and the text, resulting in comprehension. The text presents letter, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what the meaning is.

According to Haris and Hodges (in Torgesen 2006), reading comprehension is the construction of the meaning of a written text throught a reciprocal interchange of ideas between the reader and the message in a particular text. It means that reading comprehension is the procces of constructing meaning from text. Reading comprehension is not only a procces of knowing the meaning of the word semantically but also a procces of how to catch the ideas of the text or what the writer talks by comprehending reading material.

.According to Mc Whorter (1992:23), here is a list of those skills.

The phase	Activities
Before reading:	<ol style="list-style-type: none"> 1. Determining the subject of the material 2. Determining how the material is organized 3. Deciding what you need to reemember from the material 4. Defining yours purpose for reading
During reading	<ol style="list-style-type: none"> 1. Identifying what is important

	<ol style="list-style-type: none"> 2. Determining how key ideas are supported 3. Identifying pattern of thought 4. Drawing connection among ideas 5. Anticipating what is to come next 6. Relating ideas to what you are already know
After reading	<ol style="list-style-type: none"> 1. Identifying the author's purpose for writing 2. Analyzing the writer's technique and language 3. Evaluating the writer's competences or authority 4. Asking critical question 5. Evaluating the nature and type of supporting evidence.

Literal comprehension focuses on ideas and information which are explicitly stated in the reading selection.

1. Recognition requires students to locate or identify ideas or information explicitly stated in reading selection :
 - a. Recognition of details
 - b. Recognition of main idea
 - c. Recognition of sequence
 - d. Recognition of comparison
 - e. Recognition of cause and effect relations
 - f. Recognition of character traits
2. Recall requires the students to produce from memory ideas and information explicitly stated in reading selection :
 - a. Recall of details
 - b. Recall of main idea
 - c. Recall of sequence
 - d. Recall of comparison
 - e. Recall of cause and effect relations
 - f. Recall of character traits

3. Reorganization require the students to analyze, synthesize, and or organize idea or information explicitly stated in reading selection. The students may utilize the statement of the author verbatim, or he may paraphrase or translate the author's statement:
 - a. Classifying
 - b. Outlining
 - c. Summarizing
 - d. Synthesizing
4. Inferential comprehension is demonstrated by the students when he uses the ideas or information explicitly states in reading selection, his institution and his personal experiences as a basis for conjectures and hypotheses, the students may infer :
 - a. Supporting details
 - b. Main idea

2. The Concept of Motivation

The word of motivation comes from latin word "movere" which means "to move". Talking about motivation, it is psychology perspective. Motivation is one of the most important ingredients of effective instruction. It is not only for general aspect in human life, but it also for one of the most critical or important component of learning and teaching process. Besides, motivation is not only important in getting student to engage in classroom activities, but also important in determining how much student will learn from the activities they perform or the information to which they are exposed. In addition, students who are motivated to learn something use higher cognitive process in learning about it and absorb and retain more from it.

Furthermore, Brown (1980:112) says that motivation has various aspects, they are:

- a. Inner drive. It means a pleasure to do something from inside;
- b. Impulsive. It means a sudden desire to act;
- c. Emotion. It means an excitement of the feeling;
- d. Desire. It refers to a strong wish.

So, all of the students have different factors that motivate them. It needs to understand that their unique personalities require unique kinds of motivation. Agarwal (2007) points out some of the kinds of motivation as follows:

a. Achievement motivation

It means that all of students have an in built desire to achieve something in life, and what they feel they need to achieve is rrelative to who they are as persons.

b. Motivation from society

It mean that some of students are motivated to do better in life simply because they want to move up the social ladder.

c. motivation from fear

This could be looked upon as the opposite of incentive motivation, and school often uses both forms hand in hand. While, students could be rewarded for doing something right they could be penalized for doing it wrong.

d. Motivation for change

It means that some of students are motivated to work hard towards achieving their goals because they are not happy with their immediate surrounding. And would love to see a change here.

Concerning with this, motivation can come from two types. Borrowing the term used by Brown (1994:38) in dividing the motivation types are as follows:

a. Intrinsic motivation

It refers to the activities which are done from its own sake. For example, a students who comes from a family that has a very positive attitude toward English will also have a love for the language and will want to master it to the best of his/her ability.

b. Extrinsic motivation

It means that pursuit activities are gotten from external reward such as a desire to be good speaker of English, a desire to be a winner of competition, and so on.

The Importance of Motivation

Based on explained above, it is clear that motivation could cause to bring about positive term in educational background. In a result, Haycraft (1978:6) states that importance of motivation is the one of consideration of the maintaining interest in studying. Therefore, motivation to be very crucial for gaining English subject because it can increase the student's desire and need in learning by force so that makes them work hard, pay attention, and so on. Lometa (2001:1) states that there are four characteristics of a motivated students :

1. He or she wants to learn
2. He or she has desire to accomplish the task
3. He or she has a possitive attitude toward the task
4. He or she exhibits effort to accomplish the task

B. Relevant research

Actually there are some previous researcher which have relevancy with this research. The writer take some relevant research that has been investigated by them.

1. Gadesa Mutiara Sukarsih (2010) the title is A Correlation Between Students' Habits in Reading and Their Ability in Comprehending Reading Text at the Second Year Students of SMA Negri 1 Hulu kuantan, Kuantan Singingi. He got result that there is no significant correlation between students' habits in reading and their ability in comprehending reading text.
2. Mahyuddin (2007) entitled, The Ability in Using Pre-reading Activity in Comprehending the Reading Text of the Second Year Students of Islamic Senior

High School Yayasan Asy-syafiyah Air Tiris Kampar. Factually he found the student ability in using pre-reading is low.

C. Operational concept

The theoretical concept stated above are still general and in abstract form. Therefore, they are required to be operationally described by a particular word that is easy to measure empirically. In analyzing between the students' motivation and reading comprehension, the writer divided several indicators as a guidance to conduct this research into two parts, namely: the indicators of the motivation and the indicators reading comprehension.

The indicators of the students' motivation can be seen in the following indicators:

1. The students have a desire to accomplish the task.
2. The students give any questions during learning and teaching process.
3. The students have full attention to the teacher explanation.
4. The students always attend reading class.
5. The students have positive attitude toward the task.

While, the factors which influence the students reading comprehension could be identified based on the following indicator:

1. The students are able to recognize the topic of the text.
2. The students are able to find the main idea each paragraph in reading.
3. The students are able to get the general and specific information of the reading texts.
4. The students are able to find the author's purpose writing.

5. Students are able to find the factual information in reading.
6. The students are able to find the appropriate meaning of unfamiliar words.
7. The students are able to identify the genre of the text.
8. The students are able to identify to conclusion of text.

D. Assumption and hypothesis

1. Assumption

In this resesarch, the writer assumes some assumptions. There are as follows :

- a. The students who have motivations is assumسد that they have ability in comprehending reading text.
- b. Motivations are the factor that increase student's reading comprehension

2. Hypothesis

Ho : There is no significant contribution between motivation and reading comprehension at the second year students at the MAN 2 Model Pekanbaru.

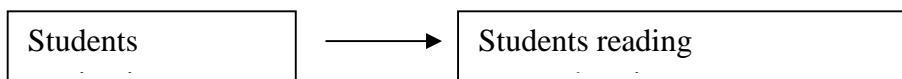
Ha : There is significant contribution between motivation and reading comprehension at the second year students at the MAN 2 Model Pekanbaru.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Design of the Resesarch

The disign of this research falls into linear regresion design. There are two variables in this research: independent and dependent variable. According to Hartono(2004: 68), independent variable is a variable that gives influences, and dependent variable is the one that is affected by independent variable. The independent variable is students' motivation which is labeled as "X", and dependents variable is students' reading comprehension which is labeled as "Y".



B. Location and Time of the Research

This research was conducted at the MAN 2 Model Pekanbaru on July until August in academic year 2011 /2012.

C. Subject and Objective of the Research

a. Subject of the research

The subject of the research was the students at second year of MAN 2 MODEL Pekanbaru

b. Object of the research

The object of this research was the contribution of students' motivation toward their reading comprehension at second year students of MAN 2 MODEL Pekanbaru.

D. The Population and the Sample

The population of the research was the second year students of Man 2 Model Pekanbaru. There were 9 class all of students was 270. Arikunto (2006:134) State that if the population is homogenous enough, for the population that less than 100 the sample is taken 50% but if the population is more than 100 the sample is taken 15 % of the population. Based on those statement, the writer decided to choose 30 students as the sample for this research because the population is more than 100.

E. Techniques of collecting data

In order to collect some data in this research, the writer will use apply the techniques as follows :

1. Questionnaire

This questionnaire contained a number of the question for the respondent dealing the motivation which done by the students in reading.

Table 1.1

The indicators of students motivation in reading

The aim of study	Indicators	Number of items
To obtain the level of	1. The students have desire	1,2,3,4

students' motivation reading	to accomplish the task 2. The students give any question during learning and teaching procces 3. The students have full attention to the teacher explanation 4. The students always attend reading class 5. The students have positive attitude toward the task.	5,6,7,8 9, 10, 11, 12 13, 14, 15, 16 17, 18, 19, 20
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2. Test

This technique was used to find out the students' reading comprehension. The writer used writing test. The purpose of this test was to pinpoint strenght and weaknesses students' reading ability. The test was adopted from the syllabus of MAN 2 MODEL Pekanbaru in multiple choice. (Th.M.Sudarwati,Eudia Grace.*Look Ahead 2*). The test considered of 20 items. The specification of the test can be seen in table 1.2

TABLE 1.2

The specification of reading test

NO	Test items	items
1.	Recognizing the topic of text	1, 10, 15,
2.	Identify main idea of the text	9, 14,
3.	Getting the general and specific information	3, 12, 13
4.	The ideas of the author	4
5.	Identifying factual information	7, 16, 17
6.	Getting the meaning of difficult words	2, 8, 11, 19
7.	Identifying genre of the text	5, 18,
8.	Identifying conclusion	6

F. Techniques of data analysis

Furthermore, the data were analyzed by using the statistic analysis in this research, the writer used the linear regresion formulated as bellow:

$$y = a + bx$$

Where :

y = variable y

a = coefficient a

b = coefficient b

x = variable x

Hartono (2004 : 10)

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Data presentation

1. The Data of Student's Motivation in Reading

TABLE 1.3

I DO READING EXERCISE IN ENGLISH TEXT BOOK

NO	ALTERNATIVE	F	P
1	Always	6	20%
2	Often	12	40%
3	Sometimes	12	40%
4	Seldom	0	0%
5	Never	0	0%
	Total	30	100%

The table above shows the various answer of students : 6 (20%). Students choose always, 12 (40%) students choose often, 12 (40%) choose sometimes, 0 (0%) students choose seldom, and 0 (0%) choose never. It indicates that most of the second year students of MAN 2 MODEL Pekanbaru do the exercise available in English text book.

TABLE 1.4

I MAKE THE EXERCISE GIVEN BY TEACHER

NO	ALTERNATIVE	F	P
1	Always	18	60%
2	Often	9	30%
3	Sometimes	3	10%
4	Seldom	0	0%
5	Never	0	0%
	Total	30	100%

The table above shows the various answer of students : 18 (60%). Students choose always, 9 (30%) students choose often, 3 (10%) choose sometimes, 0 (0%) students choose seldom, and 0 (0%) choose never. It indicates that most of the second year students of MAN 2 MODEL Pekanbaru make exercise given by teacher.

TABLE 1.5

I MAKE HOMEWORK GIVEN BY TEACHER

NO	ALTERNATIVE	F	P
1	Always	19	63.33%
2	Often	6	20%
3	Sometimes	4	13.33%
4	Seldom	1	3.33%
5	Never	0	0%
	Total	30	100%

The table above shows the various answer of students : 19 (63.33%). Students choose always, 6 (20%) students choose often, 4 (13.33%) choose sometimes, 1 (3.33%) students choose seldom, and 0 (0%) choose never. It indicates that most of

the second year students of MAN 2 MODEL Pekanbaru make homework given by teacher.

TABLE 1.6

I COMPLETE THE TASK ON TIME

NO	ALTERNATIVE	F	P
1	Always	4	13.33%
2	Often	13	43.33%
3	Sometimes	11	36.33%
4	Seldom	2	6.66%
5	Never	0	0%
	Total	30	100%

The table above shows the various answer of students : 4 (13.33%). Students choose always, 13 (43.33%) students choose often, 11 (36.66.%) choose sometimes, 2 (6.66%) students choose seldom, and 0 (0%) choose never. It indicates that most of the second year students of MAN 2 MODEL Pekanbaru complete the task on time.

TABLE 1.7

I ASK TEACHER IF I DON'T UNDERSTAND THE TASK

NO	ALTERNATIVE	F	P
1	Always	7	23.33%

2	Often	9	30%
3	Sometimes	11	36.33%
4	Seldom	3	10%
5	Never	0	0%
	Total	30	100%

The table above shows the various answer of students : 7 (23.33%). Students choose always, 9 (30%) students choose often, 11 (36.66.%) choose sometimes, 3 (10%) students choose seldom, and 0 (0%) choose never. It indicates that most of the second year students of MAN 2 MODEL Pekanbaru is active.

TABLE 1.8

I WANT TO ANSWER TEACHER'S QUESTIONS

NO	ALTERNATIVE	F	P
1	Always	1	3.33%
2	Often	6	20%
3	Sometimes	22	73.33%
4	Seldom	0	0%
5	Never	1	3.33%
	Total	30	100%

The table above shows the various answer of students : 1 (3.33%). Students choose always, 6 (20%) students choose often, 22 (73,33.%) choose sometimes, 0 (0%) students choose seldom, and 1 (3.33%) choose never. It indicates that most of the second year students of MAN 2 MODEL Pekanbaru want to answer teacher's questions.

TABLE 1.9

I ASK AFTER TEACHER EXPLAIN THE MATERIAL

NO	ALTERNATIVE	F	P
1	Always	1	3.33%
2	Often	7	23.33%
3	Sometimes	13	43.33%
4	Seldom	9	30%
5	Never	0	0%
	Total	30	100%

The table above shows the various answer of students : 1 (3.33%). Students choose always, 7 (23.33%) students choose often, 13 (43,33.%) choose sometimes, 9 (30%) students choose seldom, and 0 (0%) choose never. It indicates that most of the second year students of MAN 2 MODEL Pekanbaru feel enthusiasm when learning.

TABLE 1.10

I ASK AFTER TEACHER EXPLAIN THE MATERIAL

NO	ALTERNATIVE	F	P
1	Always	4	13.33%
2	Often	6	20% %
3	Sometimes	12	40%
4	Seldom	7	23.33%
5	Never	1	3.330%

	Total	30	100%
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The table above shows the various answer of students : 4 (13.33%). Students choose always, 6 (20%) students choose often, 12 (40.%) choose sometimes, 7 (23.33%) students choose seldom, and 1 (3.330%) choose never. It indicates that most of the second year students of MAN 2 MODEL Pekanbaru feel enthusiasm when learning.

TABLE II.1
I PAY ATTENTION TO THE TEACHERS' EXPLANATION

NO	ALTERNATIVE	F	P
1	Always	4	13.33%
2	Often	6	20% %
3	Sometimes	12	40%
4	Seldom	7	23.33%
5	Never	1	3.330%
	Total	30	100%

The table above shows the various answer of students : 4 (13.33%). Students choose always, 6 (20%) students choose often, 12 (40.%) choose sometimes, 7 (23.33%) students choose seldom, and 1 (3.330%) choose never. It indicates that most of the second year students of MAN 2 MODEL Pekanbaru feel enthusiasm when learning.

TABLE II.2
**WHEN TEACHER EXPLAIN THE MATERIAL I WILL WROTE ON
THE PAPER**

NO	ALTERNATIVE	F	P
1	Always	5	16.66%
2	Often	13	43.33% %
3	Sometimes	10	33.33%
4	Seldom	2	6.66%
5	Never	0	0%
	Total	30	100%

The table above shows the various answer of students : 5 (16.66%). Students choose always, 13 (43.33%) students choose often, 10 (33.3%) choose sometimes, 2 (6.66%) students choose seldom, and 0 (0%) choose never. It indicates that most of the second year students of MAN 2 MODEL Pekanbaru pay attention with material explained by teacher.

TABLE II.3

I MAKE CONCLUSION ABOUT THE TEACHER EXPLANATION

NO	ALTERNATIVE	F	P
1	Always	6	20%
2	Often	5	16.66% %
3	Sometimes	14	46.66%
4	Seldom	5	16.66%
5	Never	0	0%
	Total	30	100%

The table above shows the various answer of students : 6 (20%). Students choose always, 5 (16.66%) students choose often, 14 (46.66%) choose sometimes, 5 (16.66%) students choose seldom, and 0 (0%) choose never.

TABLE II.4

I FIX MISTAKE MADE BY TEACHER WHEN EXPLAINING

NO	ALTERNATIVE	F	P
1	Always	2	6.66%
2	Often	5	16.66%
3	Sometimes	12	40%
4	Seldom	6	20%
5	Never	5	16.66%
	Total	30	100%

The table above shows the various answer of students : 2 (6.66%). Students choose always, 5 (16.66%) students choose often, 12 (40.%) choose sometimes, 6 (20%) students choose seldom, and 5 (16.66%) choose never. It indicates that most of the second year students of MAN 2 MODEL Pekanbaru pay attention with teacher explanation.

TABLE II.5

I MAKE CONCLUSION AFTER READING ENGLISH TEXT BOOK

NO	ALTERNATIVE	F	P
1	Always	3	10%
2	Often	5	16.66%
3	Sometimes	7	23.33%
4	Seldom	10	33.33%
5	Never	5	16.66%
	Total	30	100%

The table above shows the various answer of students : 2 (6.66%). Students choose always, 5 (16.66%) students choose often, 12 (40.%) choose sometimes, 6 (20%) students choose seldom, and 5 (16.66%) choose never. It indicates that most of the second year students of MAN 2 MODEL Pekanbaru seldom make conclusion after reading english text book.

TABLE II.6

I MAKE CONCLUSION AFTER READING ENGLISH TEXT BOOK

NO	ALTERNATIVE	F	P
1	Always	16	53.33%
2	Often	7	23.33% %
3	Sometimes	5	16.66%
4	Seldom	1	3.33%
5	Never	1	3.33%
	Total	30	100%

The table above shows the various answer of students : 16 (53.33%). Students choose always, 7 (23.33%) students choose often, 5 (16.66.%) choose sometimes, 1 (3.33%) students choose seldom, and 1 (3.33%) choose never.

TABLE II.7

I ATTEND ENGLISH CLASS

NO	ALTERNATIVE	F	P
1	Always	12	40%
2	Often	13	43.33% %
3	Sometimes	4	13.33%

4	Seldom	1	3.33%
5	Never	0	0%
	Total	30	100%

The table above shows the various answer of students : 12 (40%). Students choose always, 13 (43.33%) students choose often, 4 (13.33.%) choose sometimes, 1 (3.33%) students choose seldom, and 0 (0%) choose never. It indicates that most of the second year students of MAN 2 MODEL Pekanbaru attend english class.

TABLE II.8

**I LIKE READING ANOTHER ENGLISH TEXT BOOK TO IMPROVE
MY VOCABULARY**

NO	ALTERNATIVE	F	P
1	Always	5	16.66%
2	Often	10	33.33%
3	Sometimes	13	43.33%
4	Seldom	1	3.33%
5	Never	1	3.33%
	Total	30	100%

The table above shows the various answer of students : 5 (16.66%). Students choose always, 10 (33.33%) students choose often, 13 (43.33.%) choose sometimes, 1 (3.33%) students choose seldom, and 1 (3.33%) choose never. It indicates that most of the second year students of MAN 2 MODEL Pekanbaru like reading english text book.

TABLE II.9**I REVIEW TO READ THE LESSON CAREFULLY**

NO	ALTERNATIVE	F	P
1	Always	9	30%
2	Often	9	30%
3	Sometimes	9	30%
4	Seldom	3	10%
5	Never	0	0%
	Total	30	100%

The table above shows the various answer of students : 9 (30%). Students choose always, 9 (30%) students choose often, 9 (30%) choose sometimes, 3 (10%) students choose seldom, and 0 (0%) choose never. It indicates that most of the second year students of MAN 2 MODEL Pekanbaru review to read the lesson carefully.

TABLE II.10**I REVIEW THE MATERIAL AT HOME**

NO	ALTERNATIVE	F	P
1	Always	5	16.66%
2	Often	5	16.66%
3	Sometimes	15	50%
4	Seldom	4	13.33%
5	Never	1	3.33%
	Total	30	100%

The table above shows the various answer of students : 5 (16.66%). Students choose always, 5 (16.66%) students choose often, 15 (50.%) choose sometimes, 4 (13.33%) students choose seldom, and 1 (3.33%) choose never. It indicates that most of the second year students of MAN 2 MODEL Pekanbaru review the material at home.

TABLE III.1

AFTER STUDYING I WILL RECHECK THE MATERIAL

NO	ALTERNATIVE	F	P
1	Always	4	13.33%
2	Often	10	33.33%
3	Sometimes	11	36.66%
4	Seldom	4	13.33%
5	Never	1	3.33%
	Total	30	100%

The table above shows the various answer of students : 4 (13.33%). Students choose always, 10 (33.33%) students choose often, 11 (36.66.%) choose sometimes, 4 (13.33%) students choose seldom, and 1 (3.33%) choose never. It indicates that most of the second year students of MAN 2 MODEL Pekanbaru recheck the material after studying.

TABLE III.2

I BORROW ENGLISH TEXT BOOK AT THE LIBRARY

NO	ALTERNATIVE	F	P
1	Always	4	13.33%
2	Often	2	6.66%
3	Sometimes	4	13.33%
4	Seldom	2	6.66%
5	Never	18	60%
	Total	30	100%

The table above shows the various answer of students 4 (13.33%). Students choose always, 2 (6.66%) students choose often, 4 (13.33.%) choose sometimes, 2 (6.66%) students choose seldom, and 18 (60%) choose never. It indicates that most of the second year students of MAN 2 MODEL Pekanbaru are never borrow english text book at the library even there is representative library in that school but almost of the students are not interesting to visit and increase their knowledge in the library.

2. The Data of Students Reading Test

TABLE III.3

The Students' reading Test result

STUDENTS	CORRECT ANSWER	SCORE
1	14	70
2	16	80
3	18	90
4	17	85
5	17	85
6	15	75
7	15	75
8	14	70
9	17	85
10	17	85
11	16	80
12	15	75
13	14	70
14	17	85
15	15	75
16	15	75
17	15	75
18	16	80
19	18	90
20	14	70
21	18	90
22	16	80
23	14	70
24	14	70
25	17	85
26	16	80
27	16	80

28	18	90
29	18	90
30	16	80
AVERAGE		79,67

B. The Data Analysis

This research consists of two variables , the independent variable which is symbolized by “x” is a students motivation, and it was investigated by using quistionaire to the second year students of MAN 2 MODEL Pekanbaru, then the Dependent variable which is simbolized by “y” is student’s reading comprehension investigated by conducting a test to the second year students of MAN 2 MODEL Pekanbaru.

The independent variable which is sybollized by “x” is students motivation; it was investigated by using quistionaire to the second year students of MAN 2 MODEL Pekanbaru. There were 20 item, measured by using likert scale (always, often, sometimes, seldom, never) with range score 5, 4, 3, 2, 1, for each. The questionnaire were based on the following indicators :

1. The students finish their exercise and homework
2. The students give any question during learning and teaching procces
3. The students have full attention to the teacher explanation
4. The students enjoy in reading
5. The students often review the reading course

The dependent variable which is simbolized by “z” is students’ reading comprehension. As known by conducting a test to the second year students of MAN 2

MODEL Pekanbaru. The test consisted of 20 items in multiple choice. The test are based on the following indicators :

1. The students are able to recognize the topic of the text.
2. The students are able to find the main idea each paragraph in reading.
3. The students are able to get the general and specific information of the reading texts.
4. The students are able to find the author's purpose writing.
5. Students are able to find the factual information in reading.
6. The students are able to find the appropriate meaning of unfamiliar words.
7. The students are able to identify the genre of the text.
8. The students are able to identify to conclusion of text

The Classification of Students' Scores

Score classification	Category
80 – 100	Good to excellent
60 – 79	Average to good
50 – 59	Poor to average

0 - 49	Poor
--------	------

Harris in Asni (2007:25)

TABLE III.4

The Result of The Questionnaire and Test

No	X	Y	XY	X ²
1	68	70	4760	4624
2	72	80	5760	5184
3	78	90	7020	6084
4	81	85	6885	6561
5	72	85	6120	5184
6	67	75	5025	4489
7	66	75	5016	4356
8	54	70	3780	2916
9	71	85	6035	5041
10	78	85	6630	6084
11	73	80	5840	5329
12	65	75	4875	4225
13	55	70	3850	3025
14	78	85	6630	6084
15	61	75	4575	3721
16	62	75	4650	3844
17	74	75	5550	5476
18	82	80	6560	6724

19	83	90	7470	6889		
20	53	70	3710	2809		
21	78	90	7020	6084		
22	74	80	5920	5476		
23	64	70	4480	4096		
24	61	70	4270	3721		
25	79	85	6715	6241		
26	75	80	6000	5625		
27	52	80	4160	2704		
28	79	90	7110	6241		
29	85	90	7650	7225		
30	75	80	6000	5626		
Total	2115	X	2390	Y	170066	XY
151688	X ²					

From the table above we can get such us

$$X = 2115$$

$$Y = 2390$$

$$X^2 = 151688$$

$$Xy = 170066$$

$$N = 30$$

Furthermore, before we enter to the formula regresi linear, first we find coefficient b, it is found by use formula below :

$$\begin{aligned}
 b &= \frac{N \sum XY - (\sum X)(\sum Y)}{N \sum X^2 - (\sum X)^2} \\
 &= \frac{30.170066 - (2115)(2390)}{30.151688 - (2115)^2} \\
 &= \frac{5101980 - 5054850}{4550640 - 4473225} \\
 &= \frac{47130}{77415} \\
 &= 0.608
 \end{aligned}$$

So we find coefficient b ; 0,608

The second we find coefficient a, it uses as formula below:

$$\begin{aligned}
 a &= \frac{Y - b(X)}{n} \\
 &= \frac{2390 - 0.608(2115)}{30} \\
 &= \frac{2390 - 1285.92}{30} \\
 &= \frac{1104.08}{30} \\
 &= 36.802
 \end{aligned}$$

Based on the scores we get formula linear regression y for x such as ;

$$\begin{aligned}
 &= a + bX \\
 &= 0,608 + 0,721X
 \end{aligned}$$

1. Find out the students' motivation in reading

To clarify all answers in the questionnaire, the writer recapitulate all the data. Therefore, it can be seen on the table of recapitulation for questionnaire an the second year of MAN 2 MODEL Pekanbaru.

Table III.5
The Recapitulation of Students Reading Motivation

Table	Option									
	Always		Often		Sometimes		Seldom		Never	
	F	P	F	P	F	P	F	P	F	P
1.3	6	20%	12	40%	12	40%	0	0%	0	0%
1.4	18	60%	9	30%	3	10%	0	0%	0	0%
1.5	19	63.33%	6	20%	4	13.33%	1	3.33%	0	0%
1.6	4	13.33%	13	43.33%	11	36.66%	2	6.66%	0	0%
1.7	7	23.33%	9	30%	11	36.66%	3	10%	0	0%
1.8	1	3.33%	6	20%	22	73.33%	0	0%	1	%
1.9	1	3.33%	7	23.33%	13	43.33%	9	30%	0	0%
1.10	4	13.33%	6	20%	12	40%	7	23.33%	1	3.33%
II.1	4	13.33%	6	20%	12	40%	7	23.33%	1	3.33%
II.2	5	16.66%	13	43.33%	10	33.33%	2	6.66%	0	0%
II.3	6	20%	5	16.66%	14	46.66%	5	16.66%	0	0%
II.4	2	6.66%	5	16.66%	12	40%	6	20%	5	16.66%
II.5	3	10%	5	16.66%	7	23.33%	10	33.33%	5	16.66%

II.6	16	53.33%	7	23.33%	5	16.66%	1	3.33%	1	3.33%
II.7	12	40%	13	43.33%	4	13.33%	1	3.33%	0	0%
II.8	5	16.66%	10	33.33%	13	43.33%	1	3.33%	1	3.33%
II.9	9	30%	9	30%	9	30%	3	10%	0	0%
II.10	5	16.66%	5	16.66%	15	50%	4	13.33%	1	3.33%
III.1	4	13.33%	10	33.33%	11	36.66%	4	13.33%	1	3.33%
III.2	4	13.33%	2	6.66%	4	13.33%	2	6.66%	18	60%
Total	142		162		191		70		28	

The score of students' motivation in learning reading can be seen in the following description:

$$\text{Option A} = 142 \times 5 = 710$$

$$\text{Option B} = 162 \times 4 = 648$$

$$\text{Option C} = 191 \times 3 = 573$$

$$\text{Option D} = 70 \times 2 = 140$$

$$\text{Option E} = 28 \times 1 = 28$$

$$\text{The recapitulation is} = 142+162+191+70+28=593=N$$

$$= 710+648+573+140+28=2099=F$$

So, the students' motivation is calculated as follows :

$$P = \frac{F}{N} \times 100:5$$

$$P = \frac{2099}{593} \times 100:5$$

$$P = 70,50$$

The students' motivation is 70.50. It can be concluded that students motivation at the second year of MAN 2 MODEL Pekanbaru is AVERAGE.

2. Find out the students' reading comprehension

The writer categorized the result of the test as follows :

- a. There were 18 students who get the score good to excellent level.

90, 90, 90, 90, 90, 85, 85, 85, 85, 85, 85, 80, 80, 80, 80, 80, 80, 80.

- b. There were 12 students who got scores in average to good level.

75, 75, 75, 75, 75, 7, 70, 70, 70, 70, 70, 70.

- c. none students who got scores in poor to average level.

- d. none students who got scores in poor level

Based on the table III.3, seen that the student's reading comprehension is 79.67. It can be concluded the students' reading comprehension at the second year students of MAN 2 MODEL Pekanbaru is AVERAGE

To clarify all answers in the test, the writer recapitulated all the data. Therefore, it can be seen on the table of recapitulation for the score of students' reading comprehension on the second year of MAN 2 MODEL Pekanbaru.

TABLE III.6
The Test Recapitulation of the Respondents' Answer on Students Reading Comprehension.

X	F	FX
90	5	450
85	6	510
80	7	560
75	6	450
70	6	420
N = 30		$\Sigma fx = 2390$

The table above shows that :

$$\sum fx = 2390$$

$$N = 30$$

$$MX = \frac{\sum fx}{N}$$

$$= \frac{2390}{30}$$

$$= 79.67$$

It means that student's reading comprehension is 79.67. It can be concluded that students' ability in reading comprehension at the second year of MAN 2 MODEL Pekanbaru is AVERAGE.

3. Find out the contribution of students motivation toward students' reading comprehension.

The high contribution between variable is stated in correlation coefficient. It can be positive (+) and negative (-). It is positive (+) where there is positive contribution, while it is negative (-), it there is negative contribution. Positive (+) or negative (-) sign do not influence high or low score of it. The sign shows direction of correlation both of them. It is necessary to conduct descriptive statistic by using SPSS version 18.00 explaining the following table

TABLE III.7

Descriptive Statistics

	Mean	Std. Deviation	N
students motivation	70,50	9,431	30
reading ability	79,6666	7,73854	30

The table above shows that mean of students' motivation is 70.50 and the std. deviation is 9.431. Mean of students' reading comprehension is 79.67, and std. Deviation is 7.73854

TABLE III.8

Correlations

		students motivation	reading ability
Pearson Correlation	students motivation	1,000	,824
	reading ability	,824	1,000
Sig. (1-tailed)	students motivation	.	,000
	reading ability	,000	.
N	students motivation	30	30
	reading ability	30	30

From the table above, the variable of correlation coefficient of the students' motivation toward their reading comprehension = 0.824, sig(1-tailed) = 0.000, the interpretations are follows :

1. The score of probability or sig. (2-tailed) is $0.000 < 0.05$. It means that H_0 is rejected which indicated there is contribution between students' motivation toward students' reading comprehension.
2. The correlation coefficient between students' motivation toward students' reading comprehension is 0.824. The sign is positive, meaning that there is positive correlation. Between students' motivation and the students reading comprehension.

TABLE III.9

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	reading ability ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: students motivation

TABLE III.10

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,824 ^a	,680	,668	5,432	1,748

a. Predictors: (Constant), reading ability

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,824 ^a	,680	,668	5,432	1,748

a. Predictors: (Constant), reading ability

b. Dependent Variable: students motivation

The table above shows that the percentage of the influence independent variable toward dependent variable. The number of determination coefficient is 6.80 it mean that the influence of independent variable toward dependend variable is 68% and 32% is influenced by other factor

TABLE IV.1

ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1753,373	1	1753,373	59,427	,000 ^a
	Residual	826,127	28	29,505		
	Total	2579,500	29			

a. Predictors: (Constant), reading ability

b. Dependent Variable: students motivation

The table above shows that f_{hitung} is 59.427 and the number of significant is 0.000. Significant 0.000 Anova table < 0.05 . It means that H_0 is rejected, and H_a accepted.

TABLE IV.2**Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

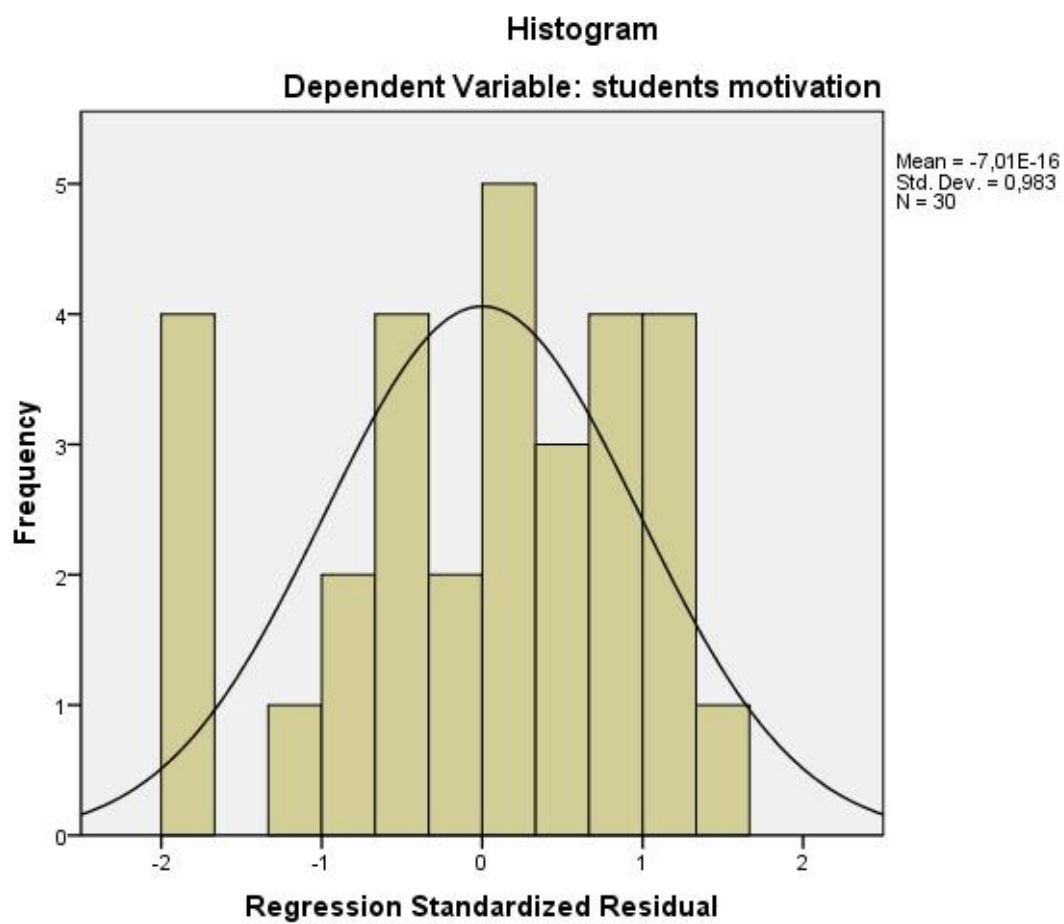
1	(Constant)	-9,214	10,388		-,887	,383
	reading ability	1,005	,130	,824	7,709	,000

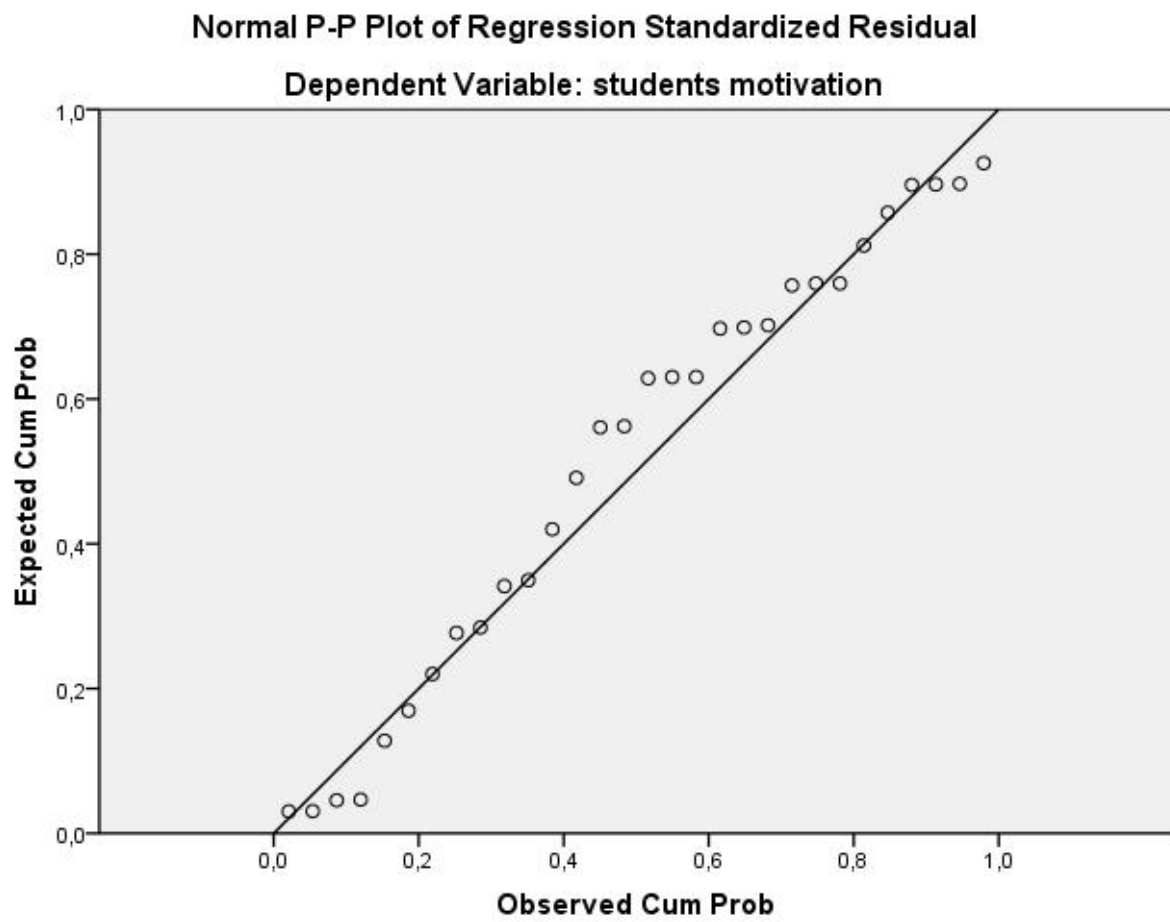
a. Dependent Variable: students motivation

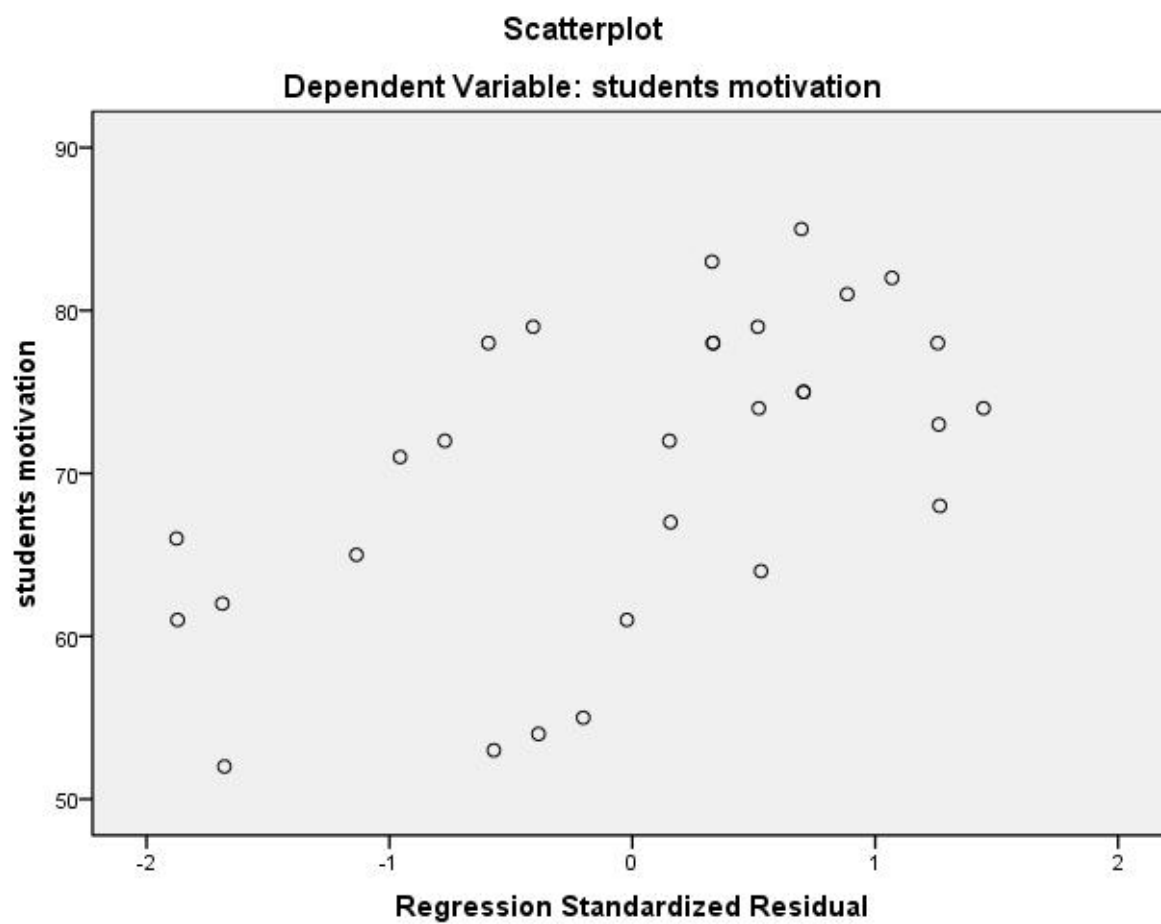
Coefficients^a

Model	95,0% Confidence Interval for B	
	Lower Bound	Upper Bound
1 (Constant)	-30,493	12,065
reading ability	,738	1,272

a. Dependent Variable: students motivation







The table above shows the deviation of linearity sig. $0.000 < 0.05$. It means that H_0 is rejected and H_a is received.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

This research investigates the question of whether there is systematic contribution students' motivation toward students' reading comprehension. There are two variables in this research : independent and dependent variable. The independent variable is students' motivation which is labeled "x", and dependent variable is labeled "y".

Regarding the formulation of the problem in this paper, the conclusion can be summarized in the following ones:

1. The students motivation in learning reading is 70.50. It can be concluded that the students' motivation at the second year students of MAN 2 MODEL Pekanbaru is in AVERAGE.
2. The students reading comprehension is 79.68. It can be concluded that students' reading comprehension at the second year of MAN 2 MODEL Pekanbaru is in AVERAGE.
3. The correlation of students motivation and reading comprehension is 0,824 the sign is positive it mean that there are significant correlation students' motivation and students' reading comprehension.
4. From the linear regresion formulation by using SPSS 18.0 found that sign $0.000 < 0.005$. It mean that there are contribution of students' motivation toward students' reading comprehension.

B. The suggestion

Based on the result of the research, the writer finds that the students' motivation in the average level and the students' reading comprehension is in the average level too. In addition, there is a contribution of students' motivation toward students' reading comprehension. The writer would like to give some suggestions as follows:

1. Based on the research the students have average motivation in reading. So they should gain it.
2. Motivation is not only one factor that influences reading comprehension because there are many other factors that effect students reading comprehension. So, it is the responsibility of the teacher to provide any method to gain student's skill in reading comprehension.
3. The teacher should be creative in the procces of teaching and learning in order to gain students' motivation and student's reading comprehension.

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APPENDIX I

[illegible]

QUESTIONNAIRE

Name :

Class :

Instruction :

1. Write down your name and class above this sheet
 2. Give the cross sign (x) for the alternative answer that you choose
 3. This questionnaire is only for resesarch purpose
 4. Answer the question based on your option
-

1. I do the reading exercise in english text book
a. Always b. Often c. Sometimes d. Seldom e. Never
2. I make the exercise given by teacher
a. Always b. Often c. Sometimes d. Seldom e. Never
3. I make the homework given by teacher
a. Always b. Often c. Sometimes d. Seldom e. Never
4. I complete the task on time
a. Always b. Often c. Sometimes d. Seldom e. Never
5. I ask the teacher if i don't understand about the topic
a. Always b. Often c. Sometimes d. Seldom e. Never
6. I want to answer the teacher question
a. Always b. Often c. Sometimes d. Seldom e. Never
7. I asked after the teacher explained the material
a. Always b. Often c. Sometimes d. Seldom e. Never
8. I asked if the assignment is less clear
a. Always b. Often c. Sometimes d. Seldom e. Never
9. I pay attention to the teachers' explanation
a. Always b. Often c. Sometimes d. Seldom e. Never

10. When the teacher explain the material i will write on the paper
a. Always b. Often c. Sometimes d. Seldom e. Never
11. I make conclusion about the teacher explanation
a. Always b. Often c. Sometimes d. Seldom e. Never
12. I fix mistake made by teachers when explaining
a. Always b. Often c. Sometimes d. Seldom e. Never
13. I make conclusion after reading english text book
a. Always b. Often c. Sometimes d. Seldom e. Never
14. I come to the reading class on time
a. Always b. Often c. Sometimes d. Seldom e. Never
15. I attend reading class
a. Always b. Often c. Sometimes d. Seldom e. Never
16. I like reading another english book to improve my vocabulary
a. Always b. Often c. Sometimes d. Seldom e. Never
17. I review to read the lesson carefully
a. Always b. Often c. Sometimes d. Seldom e. Never
18. I review the material at home
a. Always b. Often c. Sometimes d. Seldom e. Never
19. After studying i will recheck the material
a. Always b. Often c. Sometimes d. Seldom e. Never
20. I borrow english book at the library
a. Always b. Often c. Sometimes d. Seldom e. Never
21. I participated in discussing english class
a. Always b. Often c. Sometimes d. Seldom e. Never
22. I discuus with my friends about the topic
a. Always b. Often c. Sometimes d. Seldom e. Never

23. I made a study group

- a. Always b. Often c. Sometimes d. Seldom e. Never

24. I discuss with teacher about the topic

- a. Always b. Often c. Sometimes d. Seldom e. Never

READING COMPREHENSION TEST

Nama :

Class :

Instructions :

1. Write down your name and class above this sheet
2. Read the text carefully then answer the questions
3. Give the cross sign (x) for the alternative answer that you choose

(Question no 1-5 based on the this text)

Text 1

Do you know the meaning of corruption is ? what is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the U.S. it just a matter of the intensity. However, it is quite shocking when one realible surveys claims jakarta as the most corrupt place in Indonesia.

The survey has made me sad, actually, because i stay and earn a living here in the capital. As a most people knows, Tanjung Priok Port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.

Well, i think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations should be involved in the effort to eradicate corruption. We must not make any distinctions.

(Th.M.Sudarwati, Eudia Grace.*look Ahead 2* Penerbit Erlangga)

1. What is the text above tell us about?
 - a. Corruption
 - b. The most corrupt place
 - c. Corruptor
 - d. Young generation

2. The word “involved” in the third paragraph line 2 closely meaning to ...
 - a. Engage
 - b. Stab
 - c. Make
 - d. Stole
3. What is the writer’s advice to overcome corruption in Indonesia?
 - a. Punishing the corruptors
 - b. Minimize tax payment
 - c. Survey the corruptors
 - d. Prevent young generation
4. What is the purpose of the last paragraph?
 - a. To recommend the reader
 - b. To show the truth
 - c. To explain what is corruption
 - d. To give an argument
5. What tenses is mostly used in this text?
 - a. Future tenses
 - b. Simple present tense
 - c. Past tenses
 - d. Present continues tenses
6. What is the purpose of the writer in this text?
 - a. To be a corruptor
 - b. To take tanjung priok port
 - c. To eradicate corruptor
 - d. To stay in the capital

(Question no 7-11 based on the this text)

Handicraft making is a common pastime and occupation in Indonesia, especially among village folk. There is a wide range of materials which can be used for this purpose. They include wood, sea-shells, leather, bamboo, and rattan. Horn-carving is a popular handicraft in pucang, secang subdistrict, in magelang, central java. It is said that almost the whole population here are skilled in this art. In fact, about thirty five families in this place actually make their living by carving things from the horns of buffaloes or cows.

Mr. Mangundiharjo is one of the horn-carvers of pucang. He has been engaged in this trade for more than thirty years. It was his father who had given him his early training. Now, Mr. Mangundiharjo owns a workshop where has eight people working under him. He and his staff normally produce one thousand carvings per day.

7. Which of these materials does Mr. Mangunndiharjo work with?
 - a. Bamboo
 - b. Horns
 - c. Leather
 - d. Wood
8. They (paragraph 1) refers to ...
 - a. Cows
 - b. Materials
 - c. Handicrafts
 - d. Village folk
9. In indonesia, horn-carving is popular in one of the villages in ...
 - a. Central java
 - b. bali
 - c. kalimantan
 - d. bangkinang
10. Who are skilled in horn-carving?
 - a. All people in pucang
 - b. Mr. Mangundiharjo himself
 - c. Mr. Mangundiharjo and his father
 - d. His staff only
11. His (*paragraph 3*) refers to ...
 - a. One of the staff
 - b. Mr. Mangundiharjo
 - c. People
 - d. One of his people

(Question no 12-14 based on the this text)

Our Store Guarantee

We have the lowest prices in town. For every item we sell, we'll beat any responsible price from any another store. Plus, if you find a lower price within 30 days of your date of purchase, we'll refund the difference. This offer is good even on our own sales prices. The item must be the same brand and style. You must present your original sales receipt. Our low prices guarantee does not apply to limited quantity offers.

12. If you buy an item at lower prices, the store will...

- a. Pay you the difference in price
- b. Buy the item for you
- c. Refund your money
- d. Present your original sales

13. How long is the lower price guarantee?

- a. One month
- b. One year
- c. Two weeks
- d. One week

14. What does the statement guarantee?

- a. The lowest prices
- b. The best prices
- c. The limited quantity offers
- d. The most helpfull salesclerk

(Question no 15-20 based on the this text)

Long, long ago, the sun and the moon lived happily together in the sky. They always appeared together during the day and night.

One day, the sun shone brightly so that it almost burned the moon. The sunlight hurt the moon's eyes very much. This made the moon blind.

The moon left the sun although the sun had apologized to the moon. The sun loved the moon very much, so he chased her. He chased and chased throught the years and centuries but has never caught the moon.

Thats why the sun shines during the day and at night the moon appears. They will never reunite again.

15. What is the story about ?

- a. The moon and the sky
- b. The sky and the sun

- c. The sky, the moon and the sun
- d. The moon and the sun

16. Why did the moon leave the sun ?

- a. They always appeared together during the day and night
- b. The sunlight hurt the moon's eyes until made the moon blind
- c. The sun loved the moon very much
- d. The moon doesn't love the sun anymore

17. The sun will never catch the moon because ...

- a. The moon left the sun
- b. The sun apologized to the moon
- c. The sun shines during the day and at night the moon appears
- d. The sun shine brightly

18. In what paragraph is the orientation of the story ...

- a. First
- b. Second
- c. Third
- d. Fourth

19. The word "appears" in the first paragraph closely meaning to ...

- a. Light
- b. Broke
- c. Rise
- d. Strong

20. Which one is NOT true about the moon?

- a. The moon's eye hurtled by the sun
- b. The moon leave the sun
- c. The moon became blind
- d. The moon appears during the day

CURRICULUM VITAE



FATHUL MUBAROQ PUTRO YUNUS, lahir di Pekanbaru pada tanggal 09 September 1988. Anak pertama dari pasangan Letda. H. M. Yunus (Alm) dan Sumarni. Pendidikan formal yang ditempuh oleh penulis adalah Sekolah Dasar Negeri 030 Rumbai, lulus pada tahun 2000, selanjutnya penulis melanjutkan pendidikan kejenjang sekolah menengah pertama yaitu MTs Al-Ittihadiyah Komp. Chevron Rumbai, lulus pada tahun 2003.

Setelah itu, penulis melanjutkan kejenjang sekolah menengah atas yaitu MAN 2 MODEL Pekanbaru, dan lulus pada tahun 2006. Kemudian pada tahun 2006 juga penulis melanjutkan studi ke Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau (UIN Suska Riau). Selama masa perkuliahan, penulis banyak mendapat pengalaman. Pada bulan Juli s/d Agustus 2009 penulis melaksanakan Kuliah Kerja Nyata (KKN) di Kulim Jaya Kec. Air Molek Kab. Indra Giri Hulu. Kemudian pada bulan Oktober s/d Desember 2009 penulis melaksanakan Program Pengalaman Lapangan (PPL) di SMPN 3 Salo, Kampar.

Alhamdulillah, Pada bulan Juli 2011 penulis dapat menyelesaikan studi S1 di Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dan berhak menyandang gelar Sarjana Pendidikan (S.Pd.).